

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Susan K. Perry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Clement of Rome School
(As it should appear in the official records)

School Mailing Address 3978 West Esplanade Avenue
(If address is P.O. Box, also include street address)

Metairie Louisiana 70002-3099
City State Zip Code+4 (9 digits total)

County Jefferson Parish School Code Number* N/A

Telephone (504) 888-0386 Fax (504) 885-8273

Website/URL www.scrschool.org E-mail supry@yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date December 10, 2004

Name of Superintendent* Rev. William F. Maestri
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of New Orleans Tel. (504) 861-6235

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Leah Delay
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other

N/A TOTAL

2. District Per Pupil Expenditure: N/A

Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	28	12	40	7	35	29	64
K	26	33	59	8	3	10	13
1	37	25	62	9			
2	33	28	61	10			
3	26	25	51	11			
4	28	30	58	12			
5	24	30	54	Other			
6	17	33	50				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							512

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 89 | % White |
| 2 | % Black or African American |
| 8 | % Hispanic or Latino |
| 3 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	5
(4)	Total number of students in the school as of October 1 (same as in #5 above)	512
(5)	Subtotal in row (3) divided by total in row (4)	.0097
(6)	Amount in row (5) multiplied by 100	.97

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %
0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>43</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio: 19:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98 %	98 %	97 %	97 %	97 %
Daily teacher attendance	97 %	98 %	97 %	98 %	98 %
Teacher turnover rate	7 %	3 %	21 %	17 %	4 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %	N/A %	N/A %	N/A %	N/A %

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	<u>N/A</u> %
Total	100 %

PART III – SUMMARY

The mission of St. Clement of Rome School is to guide and nurture children spiritually, academically, emotionally, physically, aesthetically, and socially in order to prepare them to function as productive and responsible Catholic Christians in today's society.

St. Clement of Rome is a Catholic parochial elementary school offering pre-kindergarten through eighth grade. The school enjoys an excellent reputation within the community because of its strong academic and extra-curricular programs. In 1999, St. Clement of Rome became the first elementary school in the Archdiocese of New Orleans to attain accreditation from the Southern Association of Colleges and Schools. The school completed a self-evaluation and was re-accredited in January 2004.

Established in 1965, St. Clement of Rome School has maintained a consistent enrollment. Presently there are 512 students. The attendance rate for the 2003-2004 school year was a laudable ninety-seven percent.

Classes in grades pre-kindergarten through third grade at St. Clement of Rome School are self-contained. Fourth and fifth grades utilize two teachers and students change classes. Grades sixth through eighth are fully departmentalized. The support staff at St. Clement of Rome consists of a counselor, a physical education teacher, two music teachers, an individual needs teacher, a computer teacher, a Spanish teacher, a librarian, a coordinator of religious education, and nine teacher assistants. All faculty meet non-public school standards for their current teaching assignments, and thirty-two percent of the teachers hold advanced degrees. Teachers and staff average 8.6 years tenure at St. Clement of Rome School and 16 years experience in education.

Ninety-nine percent of eighth grade students are accepted by the high schools of their choice and many receive academic scholarships. In the past few years, Catholic high schools in the Archdiocese of New Orleans have expanded their eighth grade programs and actively recruit seventh grade students through events such as open houses and high school visitation days. As a result, approximately 80% of St. Clement of Rome's seventh grade students leave elementary school in order to pursue high school curricula and activities. Students who remain at St. Clement for eighth grade have the advantage of smaller classes and more leadership opportunities.

High school credit is available to qualified eighth graders at St. Clement of Rome School in Algebra I, English I, and Computer Literacy. The entire instructional program meets all state standards set forth in Bulletin 741 for non-public schools.

During the past ten years, St. Clement of Rome has expanded and renovated its physical plant to include a state of the art computer lab, a multi-purpose facility, and a full service cafeteria. The computer lab houses thirty-two computers providing easy access to current technology. Computers with internet access have been placed in every classroom, with safety screening provided through the Archdiocese Internet Services. The St. Clement of Rome School Homework Site provides students and parents with information and homework through the school's web site (scrschool.org). The multi-purpose facility includes the library, the choral room, the band room, and the gymnasium.

St. Clement of Rome offers a variety of activities and services beyond regular school hours. Extended care is available both before and after school. Extra curricular activities include student council, academic games, Quiz Bowl, cheerleading, dance team, chess club, art, choir, band, Mission Club, altar servers, and eighth grade student helpers who assist teachers. Sports teams compete in the East Jefferson Catholic School Athletic League and the Catholic School Athletic League.

In conclusion, St. Clement of Rome offers an excellent comprehensive educational program uniquely tailored to the students and parents of its school community. The faculty and staff of St. Clement of Rome School are committed to a strong assertive discipline program in order to develop self-discipline in each student and to maintain an orderly environment in which to pursue our rigorous academic program.

PART IV – INDICATORS OF ACADEMIC SUCCESS

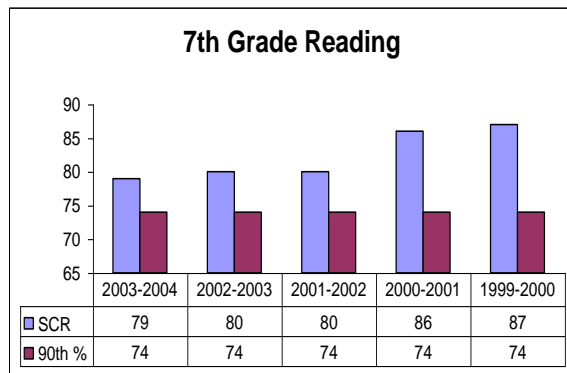
1. As mandated by the Archdiocese of New Orleans, St. Clement of Rome School (SCR) annually administers the Stanford Achievement Test (SAT) to all students in grades third through seventh. The SAT is a nationally normed test which provides data regarding student achievement.

St. Clement of Rome School meets the Blue Ribbon assessment requirement that a school achieve in the top 10% of schools in the nation in the areas of reading and math in the last grade tested as measured by a nationally normed test.

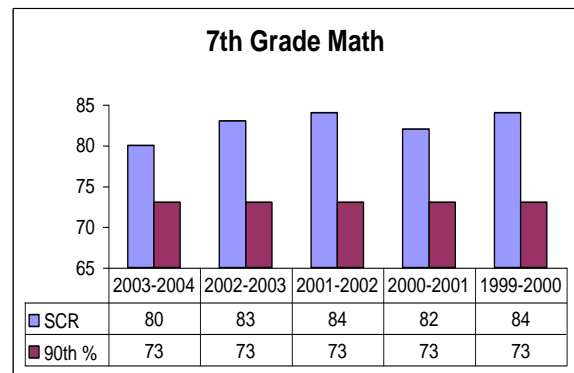
Data reflecting this requirement is shown in the graphs below which compares SCR's sixth and seventh grade performances on the SAT to the 90th percentile scores provided by the Council of American Private Education (CAPE). SCR has exceeded the required scores in sixth and seventh grade in reading and math for the last five years. A review of the test data shows that over the past five years, all students tested scored above the 90th percentile 92% of the time. More detailed test data can be found at the conclusion of this application.

SCR's history of continually scoring above the 90th percentile can be directly attributed to a multifaceted, challenging curriculum that is constantly revised to include current educational trends and to meet individual student needs.

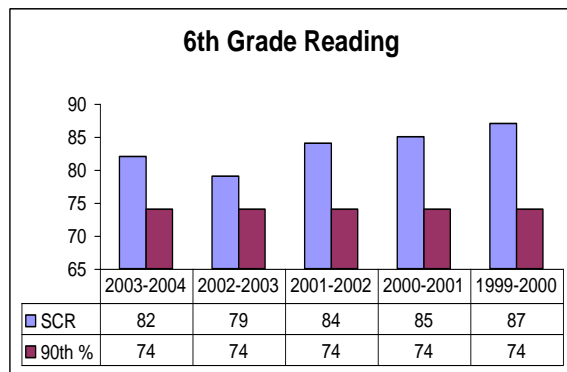
Seventh Grade Reading Scores



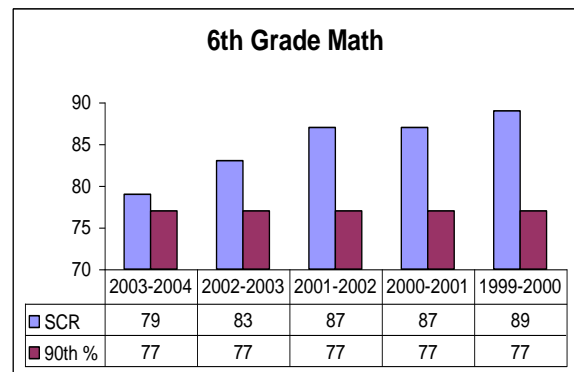
Seventh Grade Math Scores



Sixth Grade Reading Scores



Sixth Grade Math Scores



PART IV – INDICATORS OF ACADEMIC SUCCESS

2. Teachers at St. Clement of Rome meet at all grade and subject levels to analyze SAT scores. Teachers receive group reports and individual student reports and determine areas of strengths and weaknesses. This information is used to drive curriculum improvements, to enhance classroom instruction, to set instructional strategies and to provide individualized instruction. Teachers review the methods used to teach specific skills and decide what changes are necessary to enable students to reach the mastery level. Individual reports allow teachers to target students who have not mastered a skill. These students are given remedial work to help them reach the mastery level.

At grade level meetings teachers share the results of their analyses. These meetings provide a forum to discuss and plan instructional improvements. Teachers target the weaknesses of the previous year while building upon its strengths.

Changes in the curriculum as a result of SAT analysis are evident throughout SCR. The Shurley Method was implemented in grades 1 - 5 to enhance the language scores. In grades 2 - 4, students are challenged by using spelling textbooks which are above grade level. Middle school students use an above grade level literature textbook to stimulate advanced achievement. A committee of teachers and administrators annually review textbooks, replacing a series yearly based on the state textbook adoption cycle. The recent Southern Association of Colleges and Schools study commended SCR for having attained exceptional academic achievement in a school that provides for all students at all educational levels.

Other assessment tools used to understand and improve student and school performance are criterion based tests, diagnostic tests, rubrics, portfolios, journals, oral presentations, oral discussions, visual projects, homework, and student/parent feedback.

3. Each quarter, student performance is formally reported to parents through progress reports and report cards. At the end of each school year, parents are given a copy of their child's SAT scores along with an explanation of how to read the results. The faculty also helps parents interpret the scores.

Teachers also communicate with parents via notes, telephone calls, e-mails, parent/teacher conferences and weekly newsletters. Teachers send student work home weekly and student work is proudly hung on school bulletin boards, such as our Principal's Pride board and our Honor Roll board.

School information is also shared through the Co-Op Club, an organization formed by parents, teachers, and members of the community. The Co-Op Club supports the school through various activities such as school fundraisers, the room mothers' club, and social gatherings for the school and community. The Co-Op Club holds quarterly meetings at which the Co-Op president and SCR's principal deliver reports. A monthly Co-Op newsletter reports on events in the classroom, successes of the students, and upcoming Co-Op functions. A principal's report is also published in this newsletter. In addition to the Co-Op Club, members of the community are also invited to join the Men's Club and the Grandparents' Club.

Our school web page is used daily to disseminate information to the community. Information about our school is sent weekly to the Times-Picayune, the Clarion Herald, and the church bulletin. The school's honor roll, student academic awards, student achievements, and school activities are sent for publication.

SCR extends an open invitation to members of the parish community to school plays, choir and band concerts, and school masses.

PART IV – INDICATORS OF ACADEMIC SUCCESS

4. St. Clement of Rome School has had several opportunities to share its successes with other schools. At archdiocesan regional meetings where current trends in education are discussed, the principal has spoken about the positive effect the Shurley Method has had on our language SAT scores. SCR also encourages other schools to develop their fine arts programs by inviting them to school band and choir performances.

At Standards Based Education (SBE) meetings sponsored by the Archdiocese of New Orleans, SCR teachers and administrators share their successes through informal conversations and discussions. These meetings also introduce our teachers and administrators to new ideas and programs.

SCR teachers have presented Shurley Method in-services at several neighboring schools, and outside teachers have observed SCR teachers in the classroom. University students have also visited SCR to observe our teachers as part of their teacher preparation programs.

SCR administrators and teachers attend various continuing education workshops and seminars throughout the year, where they gain information and share their craft knowledge with colleagues.

In the future, SCR will continue to share its successes by actively participating in archdiocesan meetings, sending teachers to SBE and co-hort meetings, providing teacher in-services, hosting university students, and attending continuing education programs.

PART V – CURRICULUM and INSTRUCTION

1. As a Catholic school, our primary mission is to provide an authentic Catholic education for our students. Daily religion classes, weekly liturgies, special sacramental preparation programs, and numerous service projects help us to achieve this goal.

Language arts and math teachers have analyzed our curriculum based on state and archdiocesan standards to identify areas of strength and supplement areas where needed. Our curriculum is data-driven and developed to meet or exceed standards. As standards are developed in other areas, teachers review the information and upgrade the curriculum accordingly. Our students consistently excel in all academic areas, and local high schools report that they are well prepared.

Students in first through fifth grade use the Shurley Language Program which emphasizes the structure of the language as it relates to grammar and writing. Middle school students continue with a traditional text emphasizing grammar and writing skills. Because the school's standardized test scores indicate that it is appropriate, all students in middle school use literature texts above grade level. Students in grades 4 through 8 supplement their reading program with several novels chosen to complement the curriculum. Students are also accelerated in spelling in grades 2 through 4.

Grades K through 7 use a sequential mathematics text that emphasizes computation, problem solving and critical thinking. In grades 6 and 7, students are grouped into accelerated and non-accelerated classes based on SAT scores and teacher recommendation. All 8th grade students study algebra. All classrooms use manipulatives, calculators, and computers.

The most recent science textbook series is used throughout the school. Emphasis is placed upon hands-on science, including experimentation and demonstration. In the science lab and in classrooms, science becomes an active and relevant course, engaging students in centers and activities. At the 2004 49th New Orleans Science and Engineering Fair, St. Clement won more awards than any other school in the area, and our middle school science teacher won "Mentor of the Year."

The social studies curriculum is enhanced by our annual Global Awareness Week, during which all students study the history and culture of a designated country and present their findings to the entire student body. Also, special small group projects are displayed throughout the school.

A state of the art computer lab and a portable computer lab are used by all students under the direction of a technology coordinator and the classroom teachers. Students and teachers use computers for PowerPoint presentations, Internet research, word processing, and various classroom projects, integrating technology into their daily studies.

The fine arts program consists of a nationally recognized band program and a dynamic choir and chorus. Ninety-four percent of the students in grades 4 through 8 participate in the symphonic and/or jazz bands. All students in PK through 5th grade participate in general music classes. Art classes are taught to middle school students during an exploratory period, while "art moms" assist teachers at all grade levels with projects.

Classroom teachers for grades K through 3 use a series of Spanish language tapes. The 4th and 5th graders attend Spanish class two full periods per week. The 6th, 7th and 8th graders attend Spanish class three full periods per week. The language arts and Spanish teacher work together to coordinate bilingual projects in the middle school.

Students in PK through third grade attend PE twice a week, and students in grades 4 through 8 attend PE once a week. Students participate in the President's Physical Fitness Program, the Drug Abuse Resistance Education (DARE) Program, running games, ball skills, team sports, and relays. The goal of the PE classes is physical fitness and fun.

PART V – CURRICULUM AND INSTRUCTION

2. St. Clement of Rome uses an eclectic, multimodality approach to reading. Basal readers form the foundation on which teachers build and integrate the curriculum. Using the reading grade level expectations developed through the archdiocese's standards based education program, teachers continually use outside resources to supplement the curriculum. This approach gives teachers the flexibility needed to meet the needs of all students and cover all standards. The following series form the basis of SCR's reading program: Preschool - Macmillian/McGraw Shape Books; kindergarten - Macmillian/McGraw Beginning to Read, Write & Listen program; first through fifth grade - McGraw Hill Reading; and middle school - Prentice Hall Literature series.

Preschool students are introduced to letters through cooking activities, arts and crafts projects, show and tell, and dramatic play. This hands-on approach continues in kindergarten and first grade with reading taught via play-doh, shaving cream, sponge letters, and student plays. Kindergarten through third grade supplement their programs with phonetic and sight word instruction. Reading centers are also found at these levels. Peer reading begins in kindergarten and continues through middle school. Peer reading is also done across grade levels. Third, fourth, and fifth grade use monthly Scholastic reading magazines. Informal book reports are assigned in second grade with more formal reports beginning in third. In fifth grade, students begin using the Sadlier Vocabulary Workshop and reading novels quarterly. Some of the titles include: *Maniac Magee* (5th), *The Lion, the Witch, and the Wardrobe* (6th), *My Louisiana Sky* (7th), and *To Kill a Mockingbird* (8th). In middle school the students are challenged by an accelerated curriculum using the seventh, eighth, and ninth grade editions of the Prentice Hall series. Reading assignments include writing across the curriculum, portfolio projects, researching novels, reenactment of novel scenes, performing plays, and PowerPoint presentations.

3. St. Clement has provided a quality music education for all students for thirty years. This emphasis is justified by research which indicates that music education promotes achievements not only in academic subjects, specifically reading and math, but also in abstract reasoning, coordination, self-confidence, perseverance, socialization, and general wellness. Music education addresses the needs of the kinesthetic, auditory, and visual learner and furthers our mission to educate the whole child. Our recent Southern Association of Colleges and Schools re-accreditation team cited our music program for enhancing students' total learning experience and contributing to consistently high standardized test scores.

General music instruction is offered twice weekly to pre-school through fifth grade and to non-band students in middle school. Instruction in lower school is coordinated with the students' core academic instruction and includes benchmarks established by the National Association for Music Education. Central to the program are multi-cultural music, music appreciation, recorder instruction, and theory. Our music groups have performed throughout the community, at nationally televised sports events, and in our school musicals.

Two hundred eighteen students in grades four through eight participate in the instrumental music program. Fourth graders play in the beginner band, fifth graders play in the concert band, and sixth through eighth graders play in the symphonic band. Two jazz ensembles of twenty students each complete the program. Ninety-four percent of 4th through 8th graders are enrolled in instrumental music. SCR bands have received numerous local, regional and national awards. With more than 200 superior/sweepstakes ratings, the band program has been cited for excellence by numerous national organizations including the National Band Association, the Music Educators' National Conference, and the International Association of Jazz Educators. This year the band has been nominated for two major national awards: The Sudler Cup National Middle School Band of the Year and the Summa Cum Laude Outstanding Middle School Band Award.

PART V – CURRICULUM AND INSTRUCTION

4. St. Clement teachers employ a variety of methods to improve students' learning. In addition to traditional instruction, teachers employ many instructional aids and forms of technology. Every classroom has internet access for teacher and student projects. Computer centers in every room provide students with opportunities to research, process, present, and interpret information. TVators enable the teachers to use televisions in the classrooms to present PowerPoint presentations, notes, and visual and graphic information to students. Students are actively involved in the learning process by participating in classroom discussion and presentations. Small and large group activities and projects ensure student involvement in the learning process. Teachers take advantage of the vast resources in the community by inviting guest speakers from local companies, museums, and businesses to address the students. To expand upon classroom learning all classes attend educational fieldtrips. A fully equipped science lab offers opportunities for hands-on science experiments and demonstrations. Art projects, Global Awareness Week displays, and social studies posters, reports, and visuals can be seen throughout the school. Teachers tutor students before school, during lunch and after school. An individual needs teacher provides extra instruction in a small group setting for kindergarten through third grade students. Homework help and tutoring is available to students in the after school care program.

5. The faculty of St. Clement of Rome recognizes the vital role professional development plays in the success of a school's curriculum and in the quality of instruction. As a member of the Southern Association of Colleges and Schools, St. Clement of Rome requires its faculty to earn six semester hours of college credit or its equivalence during each five years of employment. Some professional development programs are offered at no cost by the Archdiocese of New Orleans and the state, and SCR pays for workshops which teachers select to meet their own needs. Money for substitutes is budgeted for teacher absences.

Over the past three years teachers and administrators at SCR have attended Standards Based Education workshops and seminars sponsored by the Archdiocese of New Orleans. Among the topics were 6 Traits + 1 Writing, analysis and alignment of grade level expectations for science, language arts, math, and social studies, backward design, assessment basics, and unit planning. Teachers have also attended workshops sponsored by INTECH, a state program which trains teachers to use current computer technology.

In addition to off-campus professional development, SCR provides many in-services at the school. Meetings are held on crisis planning, bullying, standardized testing, curriculum development, and technology. Faculty members also conduct in-services on what they have learned in workshops and seminars.

Teachers immediately implement ideas and methods gained from professional development. They share their ideas with other faculty members at meetings and informally at breaks, lunch, and in the hallways. Casual discussions, meetings, and conferences with administrators precipitate changes in teaching methods and in the curriculum which further enhance student learning.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): Archdiocese of New Orleans, National Catholic Educational Association

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>2700</u> K	\$ <u>2700</u> 1 st	\$ <u>2700</u> 2 nd	\$ <u>2700</u> 3 rd	\$ <u>2700</u> 4 th	\$ <u>2700</u> 5 th
\$ <u>2700</u> 6 th	\$ <u>2700</u> 7 th	\$ <u>2700</u> 8 th	\$ <u>N/A</u> 9 th	\$ <u>N/A</u> 10 th	\$ <u>N/A</u> 11 th
\$ <u>N/A</u> 12 th	\$ <u>N/A</u> Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$3190.00
5. What is the average financial aid per student? \$197.62
6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? 1 %
7. What percentage of the student body receives
scholarship assistance, including tuition reduction? 1 %

PART VII - ASSESSMENT RESULTS

St. Clement of Rome School Metairie, Louisiana

Stanford Achievement Test
9th Edition, 1996
Harcourt Brace & Company

Scores are reported as percentiles. No students are excluded from the test. Students absent on test days do not make up tests.

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	March	April	April	April	April
Grade 7					
Reading	79	80	80	86	87
Mathematics	80	83	84	82	84
Number of students tested (Reading/Math)	62/64	59/60	51/51	54/54	59/60
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 6					
Reading	82	79	84	85	87
Mathematics	79	83	87	87	89
Number of students tested (Reading/Math)	50/50	64/63	59/60	54/54	53/53
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 5					
Reading	72	77	78	80	79
Mathematics	71	85	82	85	84
Number of students tested (Reading/Math)	54/54	43/45	61/61	62/61	54/54
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 4					
Reading	72	76	80	82	84
Mathematics	67	82	76	82	80
Number of students tested (Reading/Math)	55/55	53/53	55/55	61/60	61/61
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Grade 3					
Reading	80	77	79	77	80
Mathematics	92	86	91	88	89
Number of students tested (Reading/Math)	52/51	60/60	51/51	58/58	62/61
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

Page 16 included in this application was a copy of the latest Stanford Achievement Test scores for the seventh grade in March 2004 as per CAPE's request. Scores for the last five years were presented in the chart on page 15.